

**Social Studies Grade 7 Performance Level Descriptors (PLDs)**  
**World History and Geography: The Middle Ages to the Exploration of the Americas**

<b>Reporting Category</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Generic Descriptors</b>	Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are prepared for the next level of study.	Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skill specified by the grade- and course-level content standards and are significantly prepared for the next level of study.
<b>Early Modern Civilizations: Africa, China, Japan, and Islamic World</b>	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the Early Modern civilizations of the Islamic world, Africa, China, and Japan, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events;	A student at this level demonstrates mastery by examining and understanding aspects of the Early Modern civilizations of the Islamic world, Africa, China, and Japan at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the Early Modern civilizations of the Islamic world, Africa, China, and Japan beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings;

	<p>level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions.</p> <p>The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, economic, political, and cultural structures of the Islamic world, Africa, China, and Japan. The student also explains the importance of Muslim scholars, African trading centers, the contributions of Chinese dynasties, and the development of a Japanese militaristic society.</p> <p>Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content</p>	<p>draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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<b>The Legacy of the Roman Empire and the Middle Ages in Western Europe to the 1500s</b>	A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of the legacy of the Roman Empire and the Middle Ages in Western Europe, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.	A student at this level demonstrates partial mastery by identifying and comprehending aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe below the proficient level and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.	A student at this level demonstrates mastery by examining and understanding aspects of the legacy of the Roman Empire and the Middle Ages in Western Europe at the proficient level and at a consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the cultural and political legacy of Roman Empire and to evaluate the	A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about the legacy of the Roman Empire and the Middle Ages in Western Europe beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills

			<p>geographic, economic, and cultural structures of Western Europe. The student also explains the development of the Byzantine Empire, the conflicts and cooperation of the Western Church and European monarchs and identifies the effects the Church and the Crusades had on the world. Students who achieve this level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are prepared for the next level of study.</p>	<p>specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
<p><b>Early Modern Europe: Renaissance and Reformation, Enlightenment, Scientific Revolution, and Age of Exploration</b></p>	<p>A student at this level demonstrates little to no mastery in identifying or describing historical events and ideas. The student does not show a basic understanding of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, or of</p>	<p>A student at this level demonstrates partial mastery by identifying and comprehending aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, below the proficient level</p>	<p>A student at this level demonstrates mastery by examining and understanding aspects of Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and of Scientific Revolution and the Age of Exploration, at the proficient level and at a</p>	<p>A student at this level demonstrates superior mastery by analyzing and applying information and drawing conclusions about Early Modern Europe from the Renaissance and Reformation to the Enlightenment, and about Scientific Revolution and the Age of Exploration,</p>

	<p>Scientific Revolution and the Age of Exploration, and his or her academic performance does not yet reflect the knowledge and skills specified by the grade- and course-level content standards. Students at the Below Basic level of performance are not prepared for the next level of study.</p>	<p>and at a consistently low depth of knowledge (DOK). The student can identify and recall historical details; explain relationships between people, places, and events; and refer to important information from the time. Students who achieve this basic level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are minimally prepared for the next level of study.</p>	<p>consistently moderate to occasionally high depth of knowledge (DOK). The student can organize and compare and contrast historical information; understand cause-and-effect relationships between people, places, and events; draw conclusions based on social, economic, political, and cultural aspects from the time; and cite evidence from sources to support conclusions. The student displays a clear understanding of social studies content by employing a variety of strategies and resources to analyze the geographic, political, economic, and cultural structures of Western Europe during the Early Modern period. Students also explains the conflicts and cooperation between the Church and European scholars, the revival of classical learning, the significance of new scientific theories, the origins of modern economic</p>	<p>beyond the proficient level and at a consistently higher depth of knowledge (DOK). The student demonstrates the additional skills necessary to appraise key historical understandings; draw complex conclusions based on social, economic, political, and cultural information from the time; cite relevant evidence from sources to support conclusions; and apply historical knowledge to later events. Students who achieve this superior level of academic performance, thinking ability, and application of understanding that reflect the knowledge and skills specified by the grade- and course-level content standards are well prepared for the next level of study.</p>
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